



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Corinna Elementary School

SAU: RSU 19

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2012-2013 NCLB Report Card



School: Corinna Elementary School
SAU: RSU 19
Grade: 03



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	27	27	100	78	70	70	<1	78	19	4	27	0	0
	2011-2012	27	27	100	85	75	72	19	67	7	7	27	0	0
Female	2010-2011	14	14	100	79	75	74	<1	79	21	<1			
	2011-2012	16	16	100	81	76	77	25	56	13	6			
Male	2010-2011	13	13	100	77	66	66	<1	77	15	8			
	2011-2012	11	11	100	91	74	68	9	82	<1	9			
Caucasian/White	2010-2011	26	26	100	77	71	71	<1	77	19	4			
	2011-2012	27	27	100	85	76	73	19	67	7	7			
African American/Black	2010-2011	0	0				43							
	2011-2012	0	0				47							
Hispanic	2010-2011	1	1	100			60							
	2011-2012	0	0				65							
Asian or Pacific Islander	2010-2011	0	0				69							
	2011-2012	0	0				77							
American Indian or Native Alaskan	2010-2011	0	0				67							
	2011-2012	0	0				65							
Economically Disadvantaged	2010-2011	16	16	100	69	62	58	<1	69	25	6			
	2011-2012	17	17	100	76	70	62	6	71	12	12			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	3	3	100		43	34							
	2011-2012	5	5	100		54	36							
Limited English Proficient	2010-2011	1	1	100			39							
	2011-2012	0	0				47							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Corinna Elementary School
SAU: RSU 19
Grade: 04



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	35	35	100	63	62	67	11	51	29	9	35	0	0
	2011-2012	26	26	100	69	64	71	12	58	12	19	26	0	0
Female	2010-2011	21	21	100	67	68	72	14	52	29	5			
	2011-2012	14	14	100	79	69	75	14	64	<1	21			
Male	2010-2011	14	14	100	57	56	63	7	50	29	14			
	2011-2012	12	12	100	58	59	67	8	50	25	17			
Caucasian/White	2010-2011	33	33	100	64	62	68	12	52	30	6			
	2011-2012	25	25	100	68	65	72	12	56	12	20			
African American/Black	2010-2011	1	1	100			40							
	2011-2012	0	0				42							
Hispanic	2010-2011	1	1	100			54							
	2011-2012	1	1	100			60							
Asian or Pacific Islander	2010-2011	0	0				67							
	2011-2012	0	0				76							
American Indian or Native Alaskan	2010-2011	0	0				62							
	2011-2012	0	0				57							
Economically Disadvantaged	2010-2011	24	24	100	63	57	56	13	50	29	8			
	2011-2012	17	17	100	71	58	60	18	53	6	24			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	7	7	100		25	29							
	2011-2012	2	2	100		19	35							
Limited English Proficient	2010-2011	1	1	100			43							
	2011-2012	1	1	100			40							

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2012-2013 NCLB Report Card



School: Corinna Elementary School
SAU: RSU 19
Grade: 03



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	27	27	100	81	66	61	15	67	15	4	27	0
	2011-2012	27	27	100	81	67	64	15	67	4	15	27	0
Female	2010-2011	14	14	100	79	65	59	14	64	14	7		
	2011-2012	16	16	100	75	61	63	19	56	6	19		
Male	2010-2011	13	13	100	85	66	64	15	69	15	<1		
	2011-2012	11	11	100	91	74	65	9	82	<1	9		
Caucasian/White	2010-2011	26	26	100	85	67	63	15	69	12	4		
	2011-2012	27	27	100	81	68	65	15	67	4	15		
African American/Black	2010-2011	0	0				30						
	2011-2012	0	0				38						
Hispanic	2010-2011	1	1	100			49						
	2011-2012	0	0				50						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	0	0				70						
American Indian or Native Alaskan	2010-2011	0	0				59						
	2011-2012	0	0				54						
Economically Disadvantaged	2010-2011	16	16	100	75	59	49	13	63	19	6		
	2011-2012	17	17	100	71	61	52	6	65	6	24		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	3	3	100		54	35						
	2011-2012	5	5	100		54	35						
Limited English Proficient	2010-2011	1	1	100			29						
	2011-2012	0	0				36						

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2012-2013 NCLB Report Card



School: Corinna Elementary School
SAU: RSU 19
Grade: 04



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	35	34	97	62	59	60	12	50	26	12	34	0
	2011-2012	26	26	100	58	62	66	15	42	19	23	26	0
Female	2010-2011	21	20	95	55	56	60	10	45	30	15		
	2011-2012	14	14	100	64	62	65	14	50	14	21		
Male	2010-2011	14	14	100	71	62	61	14	57	21	7		
	2011-2012	12	12	100	50	62	67	17	33	25	25		
Caucasian/White	2010-2011	33	32	97	66	60	61	13	53	22	13		
	2011-2012	25	25	100	60	62	67	16	44	16	24		
African American/Black	2010-2011	1	1	100			31						
	2011-2012	0	0				31						
Hispanic	2010-2011	1	1	100			48						
	2011-2012	1	1	100			52						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	0	0				71						
American Indian or Native Alaskan	2010-2011	0	0				56						
	2011-2012	0	0				57						
Economically Disadvantaged	2010-2011	24	23	96	61	52	48	13	48	26	13		
	2011-2012	17	17	100	53	51	54	12	41	24	24		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	7	6	86		37	31						
	2011-2012	2	2	100		37	37						
Limited English Proficient	2010-2011	1	1	100			35						
	2011-2012	1	1	100			33						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Corinna Elementary School
SAU: RSU 19
Grade: 3-8



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M: 99	E: 99 M: 99	72	E: 65 M: 63	E: 70 M: 73	100	E: 100 M: 99	E: 99 M: 99	67	E: 62 M: 55	E: 65 M: 62	95	95	95
Caucasian/White	100	E: 100 M: 99	E: 100 M: 99	74	E: 66 M: 62	E: 71 M: 74	100	E: 100 M: 99	E: 99 M: 99	70	E: 62 M: 55	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	*	E: 100 M: 99	E: 99 M: 99	71	E: 60 M: 56	E: 60 M: 62	*	E: 100 M: 99	E: 99 M: 99	61	E: 52 M: 45	E: 52 M: 48			
Students with Disabilities	*	E: 99 M: 99	E: 98 M: 98	*	E: 29 M: 29	E: 34 M: 34	*	E: 99 M: 100	E: 98 M: 98	*	E: 37 M: 25	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 36			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2012-2013 NCLB Report Card



School: Corinna Elementary School
SAU: RSU 19



Maine Teacher Quality Data

	Part I: Professional Qualifications					
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	9	4	3	0	0	0

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	0

	Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.